DOCUMENT RESUME

ED 259 729 IR 051 154

TITLE	IFLA General Conference, 1984. Section on Adult Education. Papers.
INSTITUTION	International Federation of Library Associations, The Hague (Netherlands).
PUB DATE	Aug 84
NOTE	55p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
PUB TYPE	Viewpoints (120) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Literacy; *Developing Nations; Foreign Countries; Information Services; International Organizations; Library Associations; Library Cooperation; Library Role; *Library Services; Reading Achievement; *Reading Habits; *Reading Improvement; Special Libraries; Technological Advancement
IDENTIFIERS	*Africa; Brazil

ABSTRACT

Four papers on the role of libraries in adult education were presented at the 1984 IFLA general conference meeting of the Section on Adult Education. They include: (1) "The Library of the Pompeia Leisure Centre, Sao Paulo, Brazil," in which Apaty Peroni of Brazil provides background on the community, location, collection, personnel, operation, and programs of the library; (2) "The Promotion of Reading Habits and Adult Education in Kenya," in which Peter E. Kinyanjui of Kenya presents the central theme that, if adult learners are provided for, encouraged and guided in their quest for knowledge and information, they will take responsibility for their own learning and personal growth and development throughout their lives; (3) "The Basis of Library and Information Services for National Development: Promotion of Reading Habits and Adult Education" (D. O. Olembo), which examines the current status of reading habits at all levels of education in Africa, reading motives, and implementation of reading habits; and (4) "Promotion of the Reading Habit and Adult Education" (E. A. Ulzer), which describes collaboration efforts between the International Council for Adult Education (ICAE) and the African Association for Literacy and Adult Education (AALAE). (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

IFLA 1984

IFLA GENERAL CONFERENCE, NAIROBI 1984

Division:

Section: ADULT EDUCATION

ED259729

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE LIBRARY OF THE POMPEIA LEISURE CENTRE

SAO PAULO, BRAZIL

BACKGROUND PAPER FOR THE PRESENTATION MADE

BY

APATY PERONI - SAO PAOLO, BRAZIL

ON WEDNESDAY 15TH AUGUST, 1984 AT 1430.

IR 051154

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A.L. Van Wesemael

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Workshop especially prepared for the occasion, their parents could participate in debates on the literary structure and meaning of the adventure in the literature picture.

But the community is not only involved as participant of exhibitions and programs. The community also participates proposing and accomplishing projects for the library. An example is the "Cartoon Films Fair" that, for two consecutive years, was mounted in the library by the Sérgio Tastaldi's Studio. There has been a wide range of programs. With the involvement of cartoonists and technicians in several types of cartoon film cinemas, the "Fair" unveiled for young people and adults the secrets of cartoon films, enabling their contact with the materials and technics involved.

In the same way as the Leisure Centre as a whole, the library, for its aspects mentioned above, is a place for relaxation. The function of transmitting cultural heritage that its books represent is developed by means of pleasure, entertainment and freedom. The informal space and procedures adopted by the library invite users to reading, since all elements that could mean a barrier to the access to books and information have been eliminated. The price, sometimes, is high: the books deteriorate more quickly, thefts are frequent. But this is the price we pay to make a library more popular and provoke the will and necessity of reading in the users.

Written by Roberto Carvalho de Magalhães

I - INTRODUCTION

The library of SESC'S (Social Service of Commerce) Leisure Centre/Fábrica da Pompeia (in S. Paulo) was inaugurated on 12th April 1982. The principal point for the understanding of its functioning and of the dynamic relation established with its users is (remains in the fact) that the library is located in the premises of a leisure centre, a very peculiar situation. The Leisure Centre/Fábrica da Pompeia (Pompeia's Factory) is installed in the area, an area previously utilised by an old factory, restored and planned to house leisure activities. By leisure it is understood the spare time individuals use, apart from working, for a non-paid activity that provides them pleasure and personal development. The mechanical area of activity of an old refrigerator factory assembly line - The Gelomatic - has been subtituted by playing and creative activities. The Manchester tyle sheds started receiving exhibitions, shows, conferences; proposing courses, parties, reading activities, games, video programs, etc.
The SESC'S Leisure Centre/Fábrica da Pompeia is divided into areas which offer to its users a variety of activities. The Creativity Workshops, for instance, offer dance, tapestry, engraving, ceramics, carpentry, photography, painting and other courses, despite offering a basic material structure for the students work. The Beer Bar offers, in its programs, popular music shows with groups of "Chorinho", samba, rock, jazz, etc. The Theatre presents musical programmes as well as avant-garde plays. The exhibition hall is used for applies to big temporary showings as "The Design in Brazil", "Thousand Toys for the Brazilian Child" and "Pinnochio - The story of an Italian Puppet".

II - LIBRARY - LOCATION, GENERAL LINES

The Library is surrounded by all the above mentioned areas and, as those, has its own equipment, programs and activities. For those who come to SESC'S LC/Fábrica da Pompeia by Clélia Street (number 93), the entrance to the library is the second door of the first shed to the right of the internal pathway of the factory. In the library's entrance hall there is a reception issue desk, where users can obtain information on the services, provided location of books on the shelves - the user has direct access to the books or even ask for a game. The users must leave their personal belongings at the reception. After locating the proper shelf, they are free to take away the book of their preference and to go to any of the reading modules.

III - LIBRARY EQU.PMENT

The library is divided into sub-sectors that have specific equipment for their activities.

1 - THE BOOKS

The basic stock of the library is directed to Leisure and Arts, offering a supporting bibliography to the Creativity Workshops and is divided into specific sections:

A. REFERENCE BOOKS - Comprised of Encyclopaedias, dictionaries, guides, year books, bibliographies, etc. These books are classified according to Dewey Decimal Classification System.

B. FICTION BOOKS - Includc novels, short-stories, chronicles. The Classification is done by the author's name (PHA system, similar to Cutter's table)

C. ARTS AND ARTS REFERENCE BOOKS - This collection comprises of publ cations on painting, Architecture design, dance, photography, music sculpture, movies, etc. and is classified according to Dewey Dec mal Classification System.

D. MISCELLANEOUS - Includ theatre, poety, literary essays, sociolog leisur , sports, ufology, etc. The classification is bas d on the Dewey Decimal Classification Syst

E. INFANT-JUVENILE LITERATURE - The collection comprises of books f children and young people. The clas fication is done by the author's na (PHA).

F. AUDIO-VISUAL MATERIALS - Comprise documentaries, stories for chi dren and folklore. The classification i based on the Accession Number. This section is provided with audio-visual equipment.

G. MAGAZINES AND NEWSPAPERS - The library subscribes to a large number of magazines and newspapers, from Brazil and abroad, which are available to the public.

The general cataloging of the books is very simple, containing only the essential data for the identification of the book. A card catalogue is available to users and the cards are grouped in alphabetical order. There are cards by author and cards by title for each book.

The library has twelve reading modules, equipped with desks and chairs or mats. Its stock comprises ten thousand books already classified.

2 - VIDEO

The video sub-sector, which is installed close to the book shelves and to the reading modules, is centralised in a climatized space for preservation of equipment and tapes. There are three video-cassette recorders - one U-Matic and two domestic VHS -, seven television sets, five monitors and one big screen, apart from the stock of two hundred tapes, including documentaries, musical films and documents on the Centre's activities.

3 - GAMES COLLECTION

It is located next to the Reception/Issue Desk, offering a variety of games and toys to its users - puzzles, strategy games, pedagogic toys for all ages.

4 - SHOP

A selling point of material related to the programmes developed in the Centre (Souvenirs, books, records, hand-made toys).

5 - PHOTOCOPY

The library provides a photocopying service to its users.

6 - ELECTRONIC GAMES

A project is being developed for electronic games in the library space.

IV - PERSONNEL - STRUCTURE

The library staff is as follows: one coordinator librarian, one librarian for the administrative area, one librarian for the technical area, two cultural monitors, one technician and one video probationer, three clerks and four attendants.

V - OPERATION

The operation of the library is simple and it is intended to help its users to feel at ease to dedicate themselves to the activity of there interests. The consultation of books is free, as the user does not need to present any identification to have access to them. He only needs to leave his handbag in the Reception/Issue Desk - a rule which is followed for security reasons. In order to borrow a book the user must enroll at the Reception Desk, presenting a SESC'S card or identity card, a recent etictricity, water or telephone bill and a 3 x 4 cm photograph. At the enrolment a six-monthly fee is charged. Once registered, the user may borrow two books from the library for a period of fifteen days. Delays in returning of the books imply fines. The lending stock is composed of books from the fiction, miscellaneous and infant-juvenile sections.
The video stock is not available for loan, but the user may request directy from the video technician the tape to watch in the library premises.

VI - PROGRAMMES

Along the services described above, the library is responsible for one part of the programmes of the SESC'S Leisure Centre/Fábrica da Pompéia. Normally, the starting point for projects is the book, but this fact does not exclude projects resulting from other motivations. Thus, the library promotes launching of new books, debates, conferences, exhibitions and several other activities. Using all means available the library's programming tends to give a dynamic view of the subjects, developing workshops, activities involving games and video resources during the period of an exhibition. The video subsector also promotes monthy specific video programmes with time schedule. Among the events offered by the library since its opening, the following can be mentioned: "Travels and Researches of Alexander von Humboldt in Latin America", "Comic Strips Week" (event/launching of the Comic Strip Section),

launching of the book "Anistia" by Teotônio Vilela, "Cartoon Films Fair", "Alternative Fair", "The 1950'S", "What is the purpose of a book without pictures and dialogues?", "The 1960'S", "Sonia Abreu and the Tropical Waves", the exihibition "Young Women's library" and "1984 - Georgel Orwell". The attached material shows in details the structure of the programs and the statistical data.

VII - THE COMMUNITY

The relationship between the library of SESC'S Leisure Centre/Fábrica da Pompéia and the community is done in many ways. Right after its opening, the library started contacting the schools of the area - both public and private - proposing programs of visits, publicising its books and activities. Today, the visits of students - not only to the library but also to the other departments of the Centre - happen almost every day. Some activities for students of all ages and levels are always underway: an audio-visual, a video-cassette documentary, a showing. The activity can be either requested by the school or proposed by the library following its programs. Thus, by the time of the "Comic Strips Week" or of the project "1984 - George Orwell", many secondary schools and universities participated in debates organised and requested, for instance, radio and vídeo programs available on the occasion of those events. The basic material for the researches developed for exhibitions is also at the disposal of people interested. Hence, the library of the Leisure Centre SESC'S/Fábrica da Pompéia accomplishes an educational function complementing the school's activities. It does not propose a competition with programs developed by schools but enables through its activities, the creative, and dynamic contact among users and cultural heritage.

The development of the interest in reading occurs, mainly, among children and teenagers and for this reason they are the main targets of the library's projects.

In October 1983, the library promoted the event "What is the Purpose of a Book Without Pictures and Dialougues?" (Lewis Carroll, Alice in Wonderland), apart from much entertainment, a specialised vision about the relationships between text and image, the role of illustrations in literature and the utilization of the infant-juvenile literature of other languages as the comic strips and movie. The information and activities were elaborated to reach public of all ages. Thus, while children enjoy themselves making wooden puppets inspired in the characters of tales and adventure's books at a Toy

S T A T I S T I C S F O R 1 9 8 2

(BEGINNING OF ACTIVITIES: MAY 1982)

E N R O L L M E N T S : 1.162

B O O K L O A N S : 6.371

G A M E S : 8.002

A U D I O - V I S U A L S : 16.009

S T A T I S T I C S F O R 1 9 8 3

E N R O L L M E N T S : 1.577

B O O K L O A N S : 9.547

G A M E S : 19.304

A U D I O - V I S U A L S : 35.968

V I D E O S E S S I O N S : 720

A U D I O - V I S U A L S E S S I O N S : 250

Daily Average of public attending the library area: 1552.

IFLA GENERAL CONFERENCE, NAIROBI, 1984

DIVISION:

SECTION:

111-PLE-4-E

PROMOTION OF READING HABITS

AND

ADULT EDUCATION IN KENYA

BY

Peter E. Kinyanjui,
Principal, College of Adult & Distance Education,
University of Nairobi,
KENYA.

51°
meeting
51

PROMOTION OF READING HABITS AND ADULT EDUCATION IN KENYA

RESUMÉ

This paper examines various ways and means of promoting good reading habits in the context of adult education in Kenya. Adult Education is discussed in its widest sense and not as a segment of an educational system that categorises nursery, primary, secondary and tertiary education. The central theme of the paper is that, if adult learners are provided for, encouraged and guided in their quest for knowledge and information, then they will take responsibility for their own learning and personal growth and development throughout their lives. A number of imperatives are proposed at the end of the paper as challenges to professional librarians and their supportive staff to ensure that the concept of lifelong education is translated into a practical reality in a world faced with information explosion.

PROMOTION OF READING HABITS AND ADULT EDUCATION IN KENYA

OPENING REMARKS

Mr. Chairman, Distinguished Delegates, Ladies and Gentlemen .....

I should like to begin by expressing my deep appreciation to the Conference Organising Committee of IFLA who invited me to deliver the keynote address to the 50th Conference of the International Federation of Library Associations held here in Nairobi, Kenya. I will not insult the organisers of this conference by querying out loud as to why they chose a non-librarian to give the keynote address at this first plenary session, but simply to accept the honour and try to discharge the responsibility to the best of my ability. I can, however, make one modest claim. It is that I am an ardent reader and frequent user of library services, and I have, for twenty years of my professional life as an adult educator, attempted to promote good learning habits among adults in Kenya, and elsewhere in the world.

INTRODUCTION

The topic of my keynote address is most significant and timely in the development of adult literacy and adult education in Africa generally, and in Kenya particularly. Great strides have been made in many countries in Africa in the promotion of literacy among the adult population from the pre-independence years of 1960s to the post-independence years of 1980s.

Impressive as some of the achievements may appear, it has been recognised that the important factor in adult literacy today is not merely the acquisition of reading, writing and numeracy skills per se, but also the maintenance and functional application of the acquired skills throughout the adult's life-span to improve the quality of his life.

Throughout this paper, I shall be referring to adult education in its broadest spectrum to include the newer concepts of continuous learning, continuing education, life-long learning, recurrent education, and so on. In simple terms, I shall be referring to the education of the adult throughout his life-span, embracing all levels of education and concerning all aspects of living.

RECENT DEVELOPMENTS IN ADULT EDUCATION IN KENYA

There are four developments that have taken place in the recent years in Kenya in the field of adult education, and which will have far-reaching implications in the provision of library facilities and services. First, there has been a rapid growth in the field of adult literacy and adult education over the last six years. This has come as a result of a Presidential directive in December, 1978 when His Excellency President Daniel arap Moi declared war against illiteracy. Consequently, a Department of Adult Education was established within the Ministry of Culture and Social Services in the Government of Kenya to initiate, develop, administer and evaluate adult literacy programmes throughout the country.

It was due to this determined struggle against illiteracy which led Kenya to be declared the winner of the 1983 International Reading Association Literacy Prize. In presenting the award, UNESCO cited Kenya's prominent achievements which included the development of comprehensive national literacy programmes, the establishment of a permanent labour force of full-time and voluntary literacy teachers, the production of literacy primers in 22 major languages of Kenya, the training of personnel through

skill development workshops and the production of post-literacy learning materials. It would be a terrible waste of efforts and resources if the two million adults who have acquired the basic literacy skills since 1979 were to be allowed to lapse into illiteracy through lack of sustained reading. The newly literate adults must have access to interesting and relevant reading materials in order to keep their skills sharpened and improved. This is the first big challenge I wish to put before all librarians in Kenya. They should ensure that the available post-literacy materials are distributed to all areas in the country and, more importantly, that they are accessible to the newly literate adults and, most importantly, that they are read.

The second recent development has been the establishment of the College of Adult and Distance Education within the University of Nairobi. This has given pertinent recognition of adult education as a discipline in the University, and distance teaching as a method through which most adults in Kenya will pursue their education and training.

I would like, at this point to define what we mean by distance teaching. Distance teaching refers to an educational process in which a significant proportion of the teaching is conducted by someone removed in space and time from the learner. This definition stresses the organisation of both the teaching and the learning in which students of a variety of ages and backgrounds will study either in groups or individually at home or at their places of work, using centrally produced self-instructional materials, distributed through a variety of media, and with regular communication and feedback between the students and the teachers. I will give two examples from Kenya to illustrate the application of distance teaching in adult education and training. The first is the in-service training of 3,000 adult education teachers who are currently enrolled in the Foundations Course in Adult Education and who are, at the same time, engaged in full-time employment in the adult literacy programme described earlier.

The second example is the in-service training of 3,600 primary school teachers who are undergoing academic and professional training without being removed from the classrooms. In both these programmes, the self-instructional materials and study guides have been

prepared by the College of Adult and Distance Education in collaboration with the relevant departments in the government ministries. The adult students are studying largely on their own, by correspondence methods of instruction which are supplemented by radio lessons broadcast on the Voice of Kenya and occasional face-to-face instruction conducted in residence during the vacations. With the rising demand for more qualified and trained teachers for the adult literacy classes and for the expanding primary schools in the country, it has become evident that distance teaching methods are the most feasible for training the required teachers on locale. It is also evident that an increasing number of adults will, of necessity, opt to pursue their further education and training on part-time basis. This will call for efficient and decentralised library facilities and services for these distance learners - hence my second big challenge to the librarians of Kenya: the expanding numbers of part-time students will stretch library facilities considerably and the part-time students will demand efficient services from you.

The third and most recent development in the field of adult education in Kenya is the proposal to establish an External Degree Programme of the University of Nairobi. The external degree programme would offer

the University a chance to open some of its courses and facilities to a much wider public than is possible through full-time residential studies. In particular, the University will have the oppo tunity to provide education to mature working adults who have the keenness and ability to continue their education by studying in their own time and plac , and with far-reaching social and economic benefits.. The provision of adequate and efficient library services to external degree students will constitute the next big challenge to the libraries in Kenya. In order to ensure that external degree students will not be d'sadvantaged in as far as the library services are co-cerned, it is proposed that a separate library section should be established within the University Library Service to undertake the usual library functions including obtaining and distributing books to external students. In carrying these functions, the University will liaise with appropriate institutions including the Kenya National Library Services to assist in the delivery and circulation of books to external students. As far as possible, public institutions in Kenya which have the capacities and facilities for the operation of the external degree programme will be used.

Reference materials such as encyclopaedias, atlases and handbooks will have to be made available to external degree students through the national library service network, and in particular the Kenya National

Library Services, the Learning Resource Centres, Teacher Training Colleges, institutes and colleges of science and technology, and so on. There is no doubt that, properly organised and coordinated, the idea of mobile libraries and book-boxes will be well received by the part-time adult students who will not have any other easy options or alternatives at their disposal. The provision of adequate and efficient library services to the external degree students will indeed pose a real challenge to all the librarians in the cooperating institutions in the ways they will coordinate the acquisition, storage, processing and dissemination of materials required for the programme. If it succeeds, and there is every reason to believe that it will succeed, then the Kenyan Librarians will have accomplished one of their goals, namely, extending library facilities and services to the places where the users live and work. It will, we hope, demonstrate the feasibility of providing quality education to adults through distance teaching with supporting library services and going beyond the walls of formal institutions.

The fourth major development in Kenya which will pose a challenge to the librarians is the proposed district focus for rural development. This new approach to planning and implementation of development programmes will call for relevant information and data to be made available to the wide range of district-level workers

and leaders in order to assist them in making and implementing decisions. Change, if it is to come, will only come through corporate effort of all agents and facilitators who will be involved in making and implementing decisions. The decisions taken will depend not only on the quality but also on the quantity of the information available to them. The role of the librarian then will be to ensure that relevant and accurate information will be available to all who will need it, when they need it, and in the form that they can use it. All extension services at district level will, for instance, require to be buttressed by relevant and updated information on agriculture, health, cooperatives and other economic and social services. The extension workers involved in these services will need to be kept abreast of new ideas and developments in their respective professions so that they can provide effective leadership. In effect, the librarians should assist in the establishment of small but functional information and documentation centres in each district in order to facilitate the collection and storage of information and data, to arrange the information and records so as to identify areas where information is scanty or lacking, and to facilitate easy flow and exchange of information and materials among district-level personnel to assist them in decision making, implementation and evaluation processes.

MEMORANDUM TO THE LIBRARIANS

The four areas of the recent development which I have outlined here will have far-reaching implications in the provision of library services in Kenya, and will call for concerted and sustained effort in the promotion of reading habits among the adult population. The librarians will consequently have their roles modified and extended as they respond to the challenges posed by these developments. I would like to put forward these challenges, if I may, in the form of a memorandum addressed to all the librarians for their serious consideration and action.

First, librarians should strive to increase awareness of the library as a primary source of information, and as an agency to which users may turn for help with their information needs. Libraries should create a free and friendly atmosphere in order to promote conducive learning situations which would require actual and potential users to know about all the available library resources, both print and non-print, and how to make use of them. If our libraries continue to operate like warehouses that are cold and indifferent, or like supermarkets that are bewildering and impersonal, then the adults, particularly the unsophisticated newly literates, will keep away from them. We may not have a long book-tradition in Kenya, but books are highly valued; we may not have a rooted reading-tradition, but the degree of inquiry is high. Librarians should

therefore ensure that the value of books is maximised and that this inquiry is satisfied.

Second, librarians should teach and popularise library skills which will enable adult learners to become efficient finders and effective users of information in the library and in the community. The users should, for instance, be taught how to locate and use library materials and how to develop critical awareness skills in gathering, evaluating and utilizing the information contained in these materials. Librarians will be expected to provide a wide range of library instructional and orientation materials which will develop competencies in library use in order to meet the diverse needs and levels of their clientele who will include the newly literate adults, the young school leavers, the teachers undergoing in-service training, the external degree students, the postgraduate research students and the professional people who may be seeking information related to their profession. In doing so, the librarians should develop pertinent instructional strategies so that the relevant library skills will be taught at the time the users will need them, involving the active participation of the users in the instructional processes. This will help promote what is referred to in adult education as learning by doing, a way of thinking and experiencing that will become a skill which is transferrable to other situations in life.

Third, in the context of lifelong learning, librarians should assist adults in learning to learn. This is particularly important for the newly literate adults and young school leavers who may be entering for the first time or returning to the world of books. They should systematically be guided and encouraged to take responsibility for their own learning and thus enabling them not only to acquire information and ideas but also to take decisions and accept responsibilities that will have a direct impact on their lives. This way the librarian will be assuming the multiple roles of an adult educator par excellence, that is, being a guide, facilitator, enabler, motivator, adviser, counsellor, catalyst and manager of learning activities of the adult learner.

Fourth, professional librarians should provide leadership in the establishment of decentralised information resource centres to support the district focus for rural development in Kenya. They should strive to promote and popularise the importance of libraries as vital resources in the evolving age of information. Indeed, they should propagate information as an indispensable resource for national development just like energy, water or food. The level and amount of knowledge to be learnt today is expanding in exponential proportions, and Kenya cannot afford to lag behind. It is my contention that by the year 2,000, the world will be divided not so much between the rich and the poor,

the developed and the developing, or the north and the south, but between those who have access to adequate and relevant information and those who do not. Librarians and other information scientists must therefore provide effective leadership in the collecting, processing, retrieving, disseminating and evaluating information, starting from the local level to the national and international levels.

CONCLUSION

In conclusion, I would urge for a greater understanding and closer working relationship between librarians and adult educators in the promotion of desirable learning habits among adults. If librarians strive to face the challenges posed by adult education in all its forms and functions, it will be possible to develop a kind of symbiotic relationship between librarians, adult educators and development planners in their joint efforts to provide opportunities and suitable settings for adults to continue with their education and training in order to enhance their respective roles in national development. And librarians hold the keys to that indispensable resource for development, namely, information. It is imperative, therefore, that the librarians should carry out their various tasks professionally - in every sense of the word - and in so doing, they will

justify at least one thing to the conservationists: that the cutting down of all the millions of trees that go to make tons and tons of paper under their care will not have been in vain. Librarians owe the world this justification.

. . . . . O . . . . . .

BIBLIOGRAPHY

1. Bhola, H.S. - Program and curriculum development in the post-literacy stages. Bonn: DSE, 1980.

2. Faure, E., et al Learning to be. Paris: UNESCO 1972.

3. Gray, W.S. - The teaching of reading and writing. Paris: UNESCO 1956 (Second enlarged edition, 1969).

4. UNESCO/UNDP - The experimental world literacy program: A critical assessment. Paris: UNESCO 1976.

5. UNESCO - World conference of ministers of education on the eradication of illiteracy: Final Report, Paris, UNESCO 1965.

THE BASIS OF LIBRARY AND INFORMATION SERVICES FOR NATIONAL DEVELOPMENT: PROMOTION OF READING HABIT AND ADULT EDUCATION. A PAPER PRESENTED AT INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATION AND INSTITUTIONS 50th GENERAL CONFERENCE. NAIROBI, KENYA. AUGUST 19th - 25th 1984.

BY,

OLEMBO, D. O.

THE BASIS OF LIBRARY AND INFORMATION SERVICES FOR NATIONAL DEVELOPMENT: PROMOTION OF READING HABITS AND ADULT EDUCATION

INTRODUCTION

The most important teachers are in the Library. To know what is available in the literature field and how to gain access to it should be among the primary aims of Librarianship.

Information services keep people informed on both current affairs and general knowledge, a requirement of our day to day and of our time. The Newspapers, Radios, Satellites to mention but a few carry information, but the Library acquires, stores and disseminates this information in an organized manner to the public.

Thus any development conscious Country will first and formost build a strong information centre, plus recruitment of the required personnel - INFORMATION SCIENTISTS.

My paper shall touch on the foregone points, but more so on the topic of promotion of reading habit and Adult Education. My opinion is that once a reading society has been established there need not be any Adult Education, since reading - makes everyone a Genuis.

Men are Men before they become Lawyers, Physicians, Information Scientists, Librarians or Businessmen, and if you educate them to become capable and sensible men, they will make themselves capable and sensible lawyers, or Businessmen and all other professions they choose to be.

We address ourselves to the role of Library and information services in National Development plans. The emphasis of information science on National level is but ours to make. The choice to be more precise rests wholly on the personnel.

I begin this paper with a quotation "We seek a world in which there are indeed books for all, but one also in which all can read and all accept,

reading books as a necessary and desirable part of daily life. We look forward, not merely to a literate World but toward a universal reading society." Bearing in mind that an INFORMED PUBLIC is the BASIS for PROGRESS and DEVELOPMENT.

Our principle concern in this conference is the role of information on services in National Development. Before discussing this theme, three points need be understood:

a) The role of information services in National Development cannot be generalized.
b) Specific Nations need specific solutions to meet their special problems in National Development.
c) Numerous implementation points and ideas never go beyond paper work. But one or few points of implementation can be transformed into action.

With the three points in mind, we address ourselves to special problem in National Development where information services can play a vital role. Though we cannot cover all problems, our primary concern is to identify a general problem, then suggest solutions. It remains the burden of individual Nations to implement the solutions. This means information services personnel have equally adapt the implementation to suit their environment, culture and National needs. The idea or concept that what is good for Africa is equally good for Europe and vice versa is totally wrong. This is because of the fact - AFRICA is Africa not a blueprint of EUROPE. Even on the African level National needs and problems differ from Country to Country.

Lets not address ourselves to myriad problems and solutions. Since bringing the problem to light is not the end, but a means to an end. The crucial stage that judges a conference of this magnitude is it's implementation. Everybody knows or has an idea of what the problem is. Throughout the centuries people have and always brought out brilliant ideas, but rarely bring out implementation methods. The "Hows to do" are always avoided hence those Conference/Seminars end up increasing

the stock pile of paper already DISCARDED. Thus let this conference concern itself with how to implement Library and information services in National Development. Success of this Conference depends on two items, namely:

(i) identification of the problem

(ii) implementation of the solutions to the problems.

This in itself gives us a two fold out look - IDENTIFICATION/IMPLEMENTATION. When defined (i) described or claimed, to show a certain person or thing, to show to be the same as something or assumed, to determine the problems of. (ii) to provide with the means for carrying into effect, or fulfill, accomplish.

Determine the problems and give practical means accomplishing the solutions.

Before going much further with this paper, let me define a few terminologies. The terms are:

(i) Basis: means foundation, most important part of a mixture, the part on which something is supported.

(ii) Library: means a certain centre where acquiring, storing and dissemination of information takes place.

(iii) Development: means cause to grow larger or complete, take a more definite shape, something which shows itself as the result of earlier conditions.

Thus the theme "THE BASIS OF LIBRARY AND INFORMATION SERVICES FOR NATIONAL DEVELOPMENT" can also read as follows in simple terms: "INFORMATION AS THE FOUNDATION SUPPORT ON WHICH NATIONAL GROWTH LIES."

At the moment my main concern is the aspect of "Promotion of the reading Habit and Adult Education."

I start by defining the terms:

(i) Promotion: means help to organize and start.

(ii) Reading: means looking at written or printed information and being able to reproduce mentally or vocally the words.

(iii) Adult Education: means formal education for Adults including vocational and cultural courses, whether by correspondence or attendance.

(iv) Habit: means Persons' regular practice, a thing done often and hence usually done easily, Custom, act that is acquired and becomes automatic or second nature, usual way of doing things.

My paper shall dwell heavily on the aspect of promotion of reading Habit and Adult Education. This topic shall be discussed in two parts for easier understanding of us all.

PROMOTION OF READING HABITS

Reading as defined in the dictionary means, looking at the written or printed information and being able to reproduce mentally or vocally the words. It's also the method used to give students competence in identifying and recognizing printed or written symbols that stimulate the recall of familiar concepts. So much so on what reading is.

Reading is an acquired skill which requires the learner and the instructor. The Development advances in stages from the simplest recitation of the alphabets to the joining of words into sentences. This is the standard form used, and spans from as early as the age of four until existance ceases. Thus reading society needs no Adult Education classes, since all are intelligent.

Before promoting the reading habits we must establish the problem hindering any existing habits if any do exist. The past habits too need be assessed, before any successful promotion is done. Initially communication was via warfare and Oral Literature. Until the coming of the printed word, which in itself is a mode of communication, the former was pre-eminent. The communication system (pre-printed word) connects the learner and the instructor. This still remains the same today. Since knowledge explosion was yet to come, the verbal communication system was sufficient for that age.

Reading as an art of communication is a fairly new concept. This is so practically in African culture. The western world saw the gradual progress from Oral communication to the printed word. Unfortunately

this never happened in Africa. An art, took centuries to develop and integrate in western culture, was forced upon Africa in a matter of generations. Hence alien and revolting culture in the eyes of the African.

We would delight or be delighted if change would occur in sudden dramatic moments or in a glorious and grand decision. It just doesn't happen that way, lasting change is painfully slow and gradual.

This too is no different from the change, from Oral literature to printed literature.

To accomplish or move toward any form of developments the society routine behaviour must first change. This change comes about in small routine decisions that govern the day affairs of that society.

In most developing Countries the basic need is that of the cultivation of a continuous reading habit. Reading is knowledge and knowledge is the key to development.

We are in the midst of change. Technological development have governed our change path. Attitude to the reading habit in Africa can change only by pointing out the resultant of a reading community. There are myriad of examples to show, but for our purpose we touch on company competition in Japan.

Breakneck competition makes information a precious commodity. Japanese companies comb mountains of scientific literature for hints of technological advances. Whenever a firm puts out a new model, rivals immediately disassemble it to analyze its parts.

This thirst for information has served Japanese companies well in their international forays. Before leaping into a foreign market, they painstakingly reconnoiter the competition, consumer tastes and cultural pitfalls. This success is due to the cultivation of a reading society, a drawback in Africa.

But the blame is not wholly African. Did there exist any traditional communication before reading was introduced? What validates the resentment to reading in Africa? How did reading develop in respect to the traditional system that existed? What has a reading society over the non-reading one? Who can Africa emulate as an example of adopting reading system? Since, if you want to know the road ahead, ask those coming back.

These are the few questions I intend to provide answers for in this paper.

Communication has been, is still an important part of a community. In Africa it was part and parcel of the culture. Traditionally there existed no printed word hence knowledge was passed and acquired orally. Reading came with the introduction of the printed word. An important part of our African culture is in the traditional stories, which have been handed down by word of mouth over the years. Our cultural development and knowledge was based on these traditional stories. They were told in words and illustrations which were easy and fun to hear. That was the way our children and ourselves learnt more about our rich culture. Each story had a message and a moral that was relevant to African living. So much so about the traditional communication system.

The present communication form - Reading, has undergone myriad changes. Effective and lasting changes are painfully slow. To appreciate reading, a community must understand and acknowledge the changes. Standard universal language, paper production, invention of printing are developments that evolved over centuries. Smooth and small changes took place in Europe. But in Africa, no gradual change took place. Africa was forced to change from traditional to Reading styles. Thus the resentment to reading in Africa until recently. Once the importance of change is evident, that is, oral reading becomes a habit. Reading needs to be developed; its not a skill acquired naturally in Africa. Development is slow and time consuming thus patience required.

For any beneficial development, there must be a point of reference from where examples are aped. The progress stages of reading far from gradual progress enjoyed in Europe, Africa imposed measures. There was no centre of reference one could point or look at and express the progress in terms of reading in Africa. The African colonizers rudely interrupted the simple harmony that existed. A foreigner, having come to a land by the accidents of History, succeeded not merely in creating a place for himself but also in taking away that of the inhabitant granting himself astounding privileges to the detriment of those rightfully entitled to them. And this not by virtue of the local laws, which in certain way legitimize this inequality by tradition, but by upsetting the established rules and substituting his own. This was the order of the day in all aspects of development in Africa.

Reading. It makes everyone a genius. A reading community acquires improved technological skills, which are fundamental basis for real development of the people in a Country. A non-reading community remains ignorant, undeveloped and illiterate. The speed of mountaineers to the summit is determined not by the first climber, but the last on the line. Develompent progress speed of any Country is determined by the speed or rate of development of the least developed areas in that sphere. Special efforts to ensure that disadvantaged groups in a Country, especially in the rural areas, enable them to acquire and use technological skills for their own benefit, a benefit to the entire Country. The skills are many, reading, writing, music, dance, communication, recreational activities and other vacational programmes. Thus a reading community is a developing community.

Reading is to the mind what exercise is to the body. Systematic training from qualified personnel, pilot projects, are the answers to setting up a centre of reference in Africa. The colonists cannot provide such a source due to various differences, politically, culturally, geographically to mention but a few. In organizing their daily habits in colonial community, they import and imposed the way of life of their own Country, from which they drew their administrative, political and

cultural inspiration, and on which their eyes are constantly fixed. In Kenya, the government has embarked on district focus for rural and national development. So far a number of District Officers have undergone necessary training to equip them with the required tools to effectively handle the rural development programmes. Information Scientists can use the present channels to create and develop reading skills in the rural areas with the slogan, "READING FOR DEVELOPMENT AS THE DISTRICT FOCUS."

READING INTERESTS

Believing that nothing is done without trying, is mission unaccomplished. Lets look at the reading interests and stages before promotion of habits of reading. There are three categories and grades of reading groups, which are as follows:

PRIMARY GRADES

Here the interest is mostly geared to familiar experiences to Children. The ages from Kindergarten/Nursery to class, from 1-10 years old. They enjoy stories about other children of their age world-wide. Animal stories too are a big interest to these ages. Narrative stories bring a sense of enjoyment and entertainment too.

PRE-ADOLESCENT

At this stage between ages ten and fourteen, boys' interests are captured by adventure stories. Other interest inclination are descriptions of 'How-to-do-it' books. Hero worship readings, play an important part at this stage in development. Books touching on hobbies and science draw up much interest too.

Girls at this stage go for books touching the home and family life. Apart from hobbies, fantasy books are of great appeal, especially during free time. This also is the stage where curiosity is at it's highest point. Thus the inclination to interests that might provide answers to questions about life. Hence the logical thing to do is to publish material in

line with the interests of this age group and avail them to schools and libraries where possible.

ADOLESCENT

This stage is the most vital in life. Careers and lively occupations are chosen at this level. Most of the reading is that for school and study with respect to passing exams and a view of leading a comfortable life.

This encounter of new ideas, concepts, values and types of people and the sudden responsibility for self-determination and self-sufficiency, force an array of adjustments upon the comparatively inexperienced young person and generate much apprehensiveness and anxiety. Such developmental tasks define adolescence and represent areas in which satisfactory adjustments must be made if future psychological developments is to be possible.

At this stage boys have an inclination towards interests that stimulate activities in the line of mysteries, sports, and recreational activities. This developmental period age group spend most of their time solving puzzles, pondering over the future and hero worshippings.

Girls show a similar trend to the boys but more inclined to romance and stories of teen-age problems' reading material, thrillers, science fiction and sports too interest this age group. Hence material published along these lines' interest both knowledge profitable and good reading.

ADULT

Last but not the least, the Adult, are people of ages twenty-one and above. Their reading habits are varied and complex and depend on the following characteristics:

(i) Sex, life aspirations,
(ii) Years of schooling and goals attained,
(iii) Occupation and profession,
(iv) Age and environment,

(v) Close access to reading material and the nature of work,
(vi) The interest and hobbies.

Above all at this level, newspapers and magazines are read more frequently.

In conclusion, publishing and availing the right material at the proper development stages, as shown in the foregone paragraphs aids lessening the reading habits problems. This is because one learns to read, then reads to learn, growth of these abilities continue from childhood to Adulthood.

READING MOTIVES

Reading is the act to reproduce mentally or vocally the words written or printed. It's also the method used to give students competence in identifying and recognizing printed or written symbols that stimulate the recall of familiar concepts.

This section shall I endeavour to discuss the driving force that makes one read. Without motivation in a given direction in a particular aspect, the work done equals NIL. Why do people read? What motivates one to read? Understanding the motives behind any given action gives an insight into the way and means of solving the problem thereof.

There are five motivation points, that singly or collectively make people read:

(i) PLEASURE

This is the state of feeling of happiness or satisfaction resulting from an experience that one likes. Hence pleasure reading material motives people and gives mind satisfactions, one of the aims of reading promotion. Fiction material too has a role to play in giving pleasure to the mind. Recreational reading brings great pleasure to the mind, thus development of a complete being. All these depend on ones career and occupation plus interests. Publications that satisfy desire, too

play a part in motivating reading and reading habits. Material that motivate happiness and satisfaction also promote reading Habit. Hence the involved persons including Librarians must possess such material or disposal if promotion of reading is to be upheld in the community.

(ii) LEISURE

This is a time when one is free from employment or duties of any kind, free time. Material directed towards ones activity or subject which one gives time and attention to in line with ones' interest promote reading habit. Motivation of reading lies in an activity which one enjoys doing in ones free time, for example, hobbies and other recreational activities. Thus energies directed to this path whereby motivation publication are produced and disseminated to the right audience to create a continuous reading habit. Pass-time, whereby something's done to pass one's time in a pleasant way, can also be used to motivate one into reading. Its part of one's recreational activity, reading can be introduced and encouraged as any other skill acquired during recreation. Reading can encourage and urge the ability to get things done. The encouragement to greater activity can only be achieved through reading incentive geared material. Relaxation in between hard work calls for none other than reading. This helps one stop worrying and thus becoming less active. Reading encourages relaxation, relaxation motivates reading, thus a habit formed.

(iii) DIVERSION

Something that turns someones attention away from something else that one does not wish to be noticed. The turning aside from a course, activity or use. Rest, freedom from anything tiring, freedom to something quiet can be induced through reading. If rest is as good as a change, "reading encourages rest from a tiring duty or research study." Heavy mental activity required a rest - reading for diversion. Amusement produces something that causes one's time to pass in an enjoyment way. This increases the state of being satisfied and adds enjoyment in one's motivation to reading. This all in all helps one divert one's mind from heavy duty thinking to relaxed resting thinking mode. Alternative,

action or something that may be taken or had instead of one other can be used to promote reading. Instead of increasing Bars and Night clubs, a community can call for recreational centres which include Libraries for reading purposes. Opinions, that which a person thinks about something, can be varified through reading material of authority published on the same topic. Reading on varied subjects increases one's intellect and reasoning power. Understanding and participating confidently in discussions relating to world matters can only be tackled by one who reads widely. Progress, advance forward movement and continual improvement or development can only be achieve' hrough reading. First and foremost the individual who needs, gets the initial benefit of personal development. Since individuals form a community and communities form a Nation, developing an individual means developing a community thus National development. Hence a reading Nation is a developing Nation.

(iv) ESCAPE

A case of only being unnoticed or forgotten or just avoiding dull reality. Something that frees one from unpleasant or dull reality. Daring to be brave enough to new ideas or try something new reading can be a new idea. I dare you read if you dare start something new. When one' avoiding dull reality, reading's the best substitute since all one gets is nothing less that personal mental development. Thus availability of such publication is a must if any such development is to take place. Adventurous, eager for activity, experience, ready to take risks, daring and bold is an example from dull reality. Reading is an adventurous exercise, development of one's reasoning power, language development and mastering trades comes via reading. Reading is unavoidable to any adventurous minded person. Temporary distraction provides a forum for reading. This is something for amusement or something to take one's mind off something. When temporary distraction is sort from serious work and heavy study, reading is always waiting next door. When escape is sort on purpose, or keeping away from, or missing the dull reality, reading is the most satisfying answer. Read a book at least every day. For some reason or other when one pays attention to reading, other irrelevant matters go unnoticed, since one seeks self development - the highest order one can decorate one's self with.

(v) KNOWLEDGE

Understanding, learning that which is generally recognized. To have information in the mind. Informed people are reading people, knowing things, having all knowledge in the form of facts, this makes a knowledgeable person. Reading for information purposes is available in all Libraries and information centres. Understanding, the act of getting to know that meaning of something or the power to judge is an asset acquired due to reading habit. The motivation to get to know or understand or judge something that leads one into reading. This is just one aspect of the project one gets when one attains a continuous reading habit, many more follow of which I cannot touch at this juncture. Intelligence, the ability to learn and understand comes via none other than reading. Reading helps one in having and showing powers of reasoning or understanding which are the basics of human qualities. Thus reading is the most basic need a human cannot and must not be denied. Reading is the most basic human right. Familiarity, thorough knowledge of something and the act or expression of such freedom comes as a result of reading. Thorough knowledgeable persons acquire that level by exercising the basic human right - reading. As per Law, reading must be provided and protected by National Constitutions. Experience, gaining knowledge or skill which comes from practice rather than from books can help enacting a reading Law. A reading community is a natural asset to developmental progress of a Nation. This makes reading a none replaceable asset to a Nation. Hence when one is motivated unto the realization of the untapped natural resource, one holds to the Nation, then reading becomes second nature. Reading is the basic human right. Reading, develops natural resource assets for a Nation.

READING HABITS

The habit of a community is as diet in modern times. To change one habit from another takes place slowly, possibly generations. In understanding the existing habits will help in providing ways and means of promoting and developing any new habits in reading as deemed necessary. For our purposes these habits were classified in four groups:

(i) PRIMARY LEVEL

Interests' resultant is a habit. Thus the reading habits at primary level involve that of familiar stories about children of their age and experience in other parts of the world. Large coloured books, comics, large prints attract the children's attention. Hence material short of colours and large prints cannot be accepted at this level. School preps, practice of writing and recitation too becomes an acquired habit from school.

Oral literature too plays an important role in the development of reading habits. The curiosity caused by the narrator incites the children to read more such stories as the ones previously heard. Since time in memorial information has been transfered orally. The marathon initially was a message banner 2km. Important messages that changed the course of history were carried by word of mouth for example. Hence the importance of Oral information/literature cannot be overlooked.

(ii) SECONDARY LEVEL

This level is a development from the primary level. Before the change occurs from primary reading habits to secondary, there's an intermediate stage. At this stage guided study, novels, examination study programmes and complementary reading are slowly introduced as one graduates from primary level to the secondary level.

As earlier stated, interests resultant is a habit, at this stage the reading habits follow guided study whereby the teachers and parents assign work and reading for this level. Lists of books and authors usually classic to help improve vocabulary and grammer are among sets recommended by responsible teachers. Complementary and competitive reading too are a habit required at this level. This is usually to supplement the work done in school, hence wide reading. The latter comes into being during speech test, debates and drama competition in schools.

Exams study is a time when revision for both examination and test are underway. This happens as many times as examination are done in particular seasons, hence a reading habit. For relaxation after heavy reading, novels form the attitude required. Light reading is usually prefered to heavy serious novels. Where Libraries are available in schools, lessons are set aside purely for reading, which encourages wide reading and individual knowledge increament at leisure.

(iii) HIGHER EDUCATION

This level too is a development from the secondary stage. More reading is done individually with the least possible help from teachers. At this level, the people concerned are adult mature people. Usually this is the stage in education before one begins carring ones living.

The reading habits are geared to competitive and complementary goals. Since one must cover more than the material offered in class, complementary reading comes handy. Competitive reading plays a role at the examination periods, where one need to excell in exams.

Study to pass exams and knowledge increament form a formidable reading habit at this level. Hence for reading geared exam, is but a sessional programme. But wide reading plays an important part in establishing the examination passing grade. Since, reading makes one a genius.

This is the most independent study level during ones life in education. Apart from passing examinations, the reading habit at this level integrates one to independence in life. More reading and independent research is prevalent. Unfortunately once the course is over and one has graduated, reading becomes a bother due to lack of material and motivation.

(iv) POST-EDUCATION

This stage covers that level whereby the individual assumes the non-institutional academic status. Hence the graduation from a planned learning programme period. At this stage the book is a means of

gaining access to "fundamental human rights," inparticular, rights to education, to cultural life and a communication to development.

Reading revolves around the professional interest area. This involves wide extensive reading on intensive topics. Depending on ones career and occupation is reading geared to. This is the most varied stage of reading among all previously mentioned. At this stage new interests are developed and old ones dropped. Second to the secondary level of reading stage, this most crucial, "New illiterates" begin developing at this level due to lack of continuous reading habit. This involves the mind exercise, whereby lack of "mind-food" reading degenerates the mind, hence illiteracy development.

Time-factor and availability of material play a crucial role at this level in the reading habit. Fiction material for leisure time must be encouraged. Correspondence courses play an important role in maintaining a reading habit at this post-education level. Conferences, seminars, workshops and meetings to mention a few activities, maintaining reading and writing at this level too. Thus promoting areas that maintain reading means promotion of reading habits.

Material usually read at this level include the following, plus interest and level of education one has.

i) Magazines - Knowledge/current awareness
ii) Newspapers - News up to date/current affairs
iii) Reports - Research/continuous study/new findings
iv) Fiction material - Leisure/pleasure/diversion
v) Non-fiction - Continuous study/education advancements.
All in all for self improvement and advancement.

IMPLEMENTS OF READING HABITS

The foregone pages have touched on topics as regards the aspect of promotion of reading habits. Initially the terms were defined and the themes simplified using a dictionary. May I remind you that we are discussing the way to help, organize people into being able to make a habit of reading.

In AFRICA we realized the need to promote and organise the present habit in conjunction with culturally accepted modes of communication. Reading is a step more in development from the oral mode of communication widely used in Africa. It was pointed out that gradual change, from Oral to reading is more effective than sudden glamourous changes. Finally it was shown that a reading community is the basis of National development. Thus concluded, AFRICA must read to develop the reading habits in various cultures and traditions.

Reading interests have to be analyzed and identified to the promotion of the habits with respect to the interests. The interests were analyzed and classified in four groups. The affairs of each group, primary level, pre-adolescent, adolescent, and adulthood were discerned. This understanding is important and instrumental in the process of promoting reading habits, because promotion is of the existing rather than the non-existing habits.

Reading motives too form an important fraction in promotional habits 'pie.' Understanding the desire behind reading, and why people read is an eye opener to the solution of our problem. The publishers too can be guided on what material to print, for who, where and when. As noticed, there are different motives behind reading which must be encouraged individually or collectively depending on the situation at the time promotion takes place. All lead to one thing - READING, that's what this conference is all about. When a motive is sparked, whether good or bad, it burns within like an eternal flame. Choose motives and choose them WISELY.

Reading habits concluded this paper. Well, you may ask why? The answer simply lies in this quotation, "One acquires a HABIT due to INTEREST after MOTIVATION in a particular direction or aspect." Thus the habits were analyzed and grouped in four categories. The understanding of the various levels, puts to lights the implementation point and parts that need improving. Since after the level is identified, relevant material must be published to satisfy that particular need. This is what I call PROMOTION, what do you call it?

My concluding remark is, any successful promotion must identify and understand that ONE ACQUIRES A HABIT DUE TO INTEREST AFTER MOTIVATION IN A PARTICULAR DIRECTION OR ASPECT.

REFERENCES

1. MAZRUI, ALI. A. - AFRICA AND THE SEARCH FOR NEW INTERNATIONAL TECHNOLOGICAL ORDER, A PAPER PRESENTED AT THE SYMPOSIUM ON DEVELOPMENT OPTIONS FOR AFRICA IN THE 1980s AND BEYOND, NAIROBI, KENYA. MARCH, 1983.
2. MEMMI, ALBERT. - THE COLONIZER AND THE COLONIZED, BOSTON, BEACON PRESS, 1967.
3. NTURIBI, DAUDI.N. - FACILITATING ADULT LEARNING, A GUIDE FOR PART-TIME EDUCATORS, INSTITUTE OF ADULT STUDIES UNIVERSITY OF NAIROBI, 1982.
4. ODHIAMBO, DOUGLAS - COMMUNICATION OF TECHNOLOGICAL SKILLS IN THE RURAL AREAS - A PAPER PRESENTED AT THE UNESCO WORKSHOP, NAIROBI, KENYA. APRIL, 1984.
5. OLEMBO, D.O. - INFORMATION SCIENCE AS A DEVELOPMENT TOOL, ACQUIRING, ARRANGING AND DISSEMINATING INFORMATION ASPECT, A PAPER PRESENTED AT THE SYMPOSIUM ON DEVELOPMENT OPTIONS FOR AFRICA IN THE 1980s AND BEYOND, ORGANISED BY THE SOCIETY OF INTERNATIONAL DEVELOPMENT KENYA CHAPTER, NAIROBI, KENYA. MARCH, 1983.
6. TIME MAGAZINE - TIME MAGAZINE SPECIAL ISSUE, AUGSUT 1st 1983, No. 31. JAPAN A NATION IN SEARCH OF ITSELF.
7. UNESCO - TOWARDS A READING NATION: TARGETS FOR THE 80s, A PROGRAMME OF ACTION, PARIS, FRANCE. 1982.

I beg to end my paper in this manner:

A GOOD BOOK IS A _____ OF THE MIND.
IT SHOWS THE PETTY AND THE ABSURD.
IT SHOWS THE GRAND AND _____.
A BOOK MAY FILL ON _____ SENSE OF
COMMUNITY, BUT IT MAY ALSO DEPICT _____
AND LONELINESS. ABOVE ALL IT STRETCHES THE MIND,
AND WIDENS THE _____.
_____. IT MAKES EVERYONE A GENIUS.
ONE acquires a HABIT due to INTEREST after MOTIVATION in a particular direction or ASPECT.

THANK YOU.

OLEMBO, D.O.

INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATION GENERAL CONFERENCE
ON
"THE BASIS OF LIBRARY AND INFORMATION SERVICES
FOR NATIONAL DEVELOPMENT"

Nairobi, Kenya 20-25 August, 1984

Promotion of the reading habit and adult education*

ICAE

The International Council for Adult Education was founded in 1973 through the effort of the late J. Roby Kidd, a prominent Canadian Adult Educator, with the support and endorsement of 19 national adult education associations. The primary push in the early 1970's came from the newly independent Third World nations. The Hon. Julius K. Nyerere of Tanzania was the founding Honorary President. Malcolm Adeseshiah of India was the founding President, followed by Robert Gardiner of Ghana, the former Executive Secretary of the United Nations Economic Commission for Africa. The current President is Dame Nita Barrow of Barbados.

The ICAE is the major non-governmental organisation working in the field of adult education and has consultative status with UNESCO, UNICEF, W.H.O., ILO, ECDSOC and FAO. It holds a Category A Observer Status with UNESCO.

The ICAE is a federation of 80 fully independent and autonomous regional and national association in 65 countries. Each member association has its own self-sufficient and self-generated budget and source of income.

The specific objective of the Council as deriving from the general objective of promoting self-reliant structures in the field of adult education linked to development through training, research, information and advocacy, are:

---

* Remarks by E.A. Ulzer, Executive Director, African Association for Literacy and Adult Education and an Executive Council Member of the International Council for Adult Education.

(a) to strengthen the capacities of selected national and regional adult education associations through South to South exchanges;

(b) to promote special emphasis on the role of women in adult education and development;

(c) to strengthen networks in such fields as participatory research, workers' education, adult education in support of indigenous peoples' education and the older adults;

(d) to carry out specific policy-related and training activities in the field of literacy and primary health care; and

(e) to support the publication and dissemination programmes of selected national, regional and international associations in the field of adult education.

The ICAE attempts to realise its objectives by

a) supporting networks of grass-roots individuals and groups.

b) providing the opportunities for practitioners themselves to get together in South - South exchanges.

c) training workshops and seminars.

d) supporting specific national and local projects.

e) by publication of journals and newsletters.

f) by advocacy in national and international forums.

g) by undertaking studies and evaluative research.

The ICAE operates with a President and a 21 - person international executive council, which meets each year. The General Assembly of all members meets every three years.

AALAE

The African Association for Literacy and Adult Education, which acts as the regional arm of the ICAE came into existence on 29th February, 1984. Two indigenous regional associations, which were both formed in 1968, the African Adult Education Association and the Afrolit Society merged to form AALAE, which is currently re-appraising the programmes of its forebears in order to respond more effectively to the needs of literacy and adult education in the context of what the Association sees as the major concerns in the continent.

With the merger, the Association has the membership of 18 autonomous national associations, nearly 170 institutional members, 10 associate members and nearly 850 individual members - all of them strewn across the countries of Sub-Saharan Africa.

The major concerns which the new Association has identified on the continent are rapid population growth, under-developed economies and misuse of economic resources, political instability, ineffective social welfare and educational programmes, women education and development and, lastly, illiteracy. It has been widely recognised that adult education and literacy education are among the tools that can be used to address these concerns and, over and above its general and specific objectives, the Association will engage in programmes which will

(a) accelerate economic development and strengthen social programmes in Africa;

(b) enable individuals to fulfil their personal aspirations and to contribute more to positively to their communities;

(c) reduce disease, ignorance and political instability on the continent; and

(d) inculcate civic responsibility in individuals in various aspects of their lives.

In order to achieve its objectives, the Association will collaborate with all Associations and Organisations in creating and maintaining an economic, social, and cultural environment conducive to the well-being and development of communities and nations of Africa.

Illiteracy

I do not intend to dwell at all on the intrinsic benefits which literacy brings to adults in the context of their own self-development as well as of the development of their communities and countries for the simple reason that UNESCO has undertaken extensive studies in this area and the publications of the results of these studies are available to the public. In the time at my disposal, I would only wish to give you some idea of the dimension of illiteracy, which confronts the world and especially Africa, and which, therefore, has determined AALAE to give much attention to the problem in its forward programmes and activities.

The rate of illiteracy throughout the world has declined from 32.9 per cent in 1970 to 28.6 per cent in 1980. Although this welcome decrease represents an irreversible trend resulting from efforts made on two fronts, i.e. the extension of children's education and a variety of activities on behalf of adult literacy, the problem of illiteracy is far from being solved. The absolute number of illiterates aged 15 and upwards which was estimated at 760 million in 1970 rose to 824 million in 1980, and, if present trend continues will reach 882 million in 1990[1] and perhaps as much as a billion in the year 2000. The illiteracy rates given above represent global figures which mask the enormous disparaties between different regions and different countries in the same region. For instance, those countries having the largest number of illiterates (604 million in 1980, including nearly 566 million in the south-east area) are to be found in Asia and, more particularly, in the sub-continent of India; but it is in Africa (and especially West Africa) that the highest rate of illiteracy is encountered: of the 26 countries which in 1980 had an estimated illiteracy rate in excess of 70 per cent, 16 were in Africa (12 of these in West Africa). Women constitute the section of the population most affected by this scourge: nearly 60 per cent of all illiterates. In 14 countries (7 of them in Africa) the rate of illiteracy among women exceeds 90 per cent.[2]

...../5

Such is the dimension of scourge of illiteracy which confronts most nations of the world but especially the Third World nations. All Governments in the Third World, with the support of Unesco and regional and national adult education associations, are carrying programmes in order to eradicate illiteracy by the year 2000. The Association has promoted literacy programmes in the past in support of those undertaken by individual African Governments and will continue to do so. However, in the current exercise of re-appraisal of its Regional nature and the relevance of its programmes to the major concerns mentioned above, it is realised that, since for the success of literacy programmes depend upon a clearly stated political will and determination of governments as well as the use of mother tongues, its intervention within the continuum consisting of pre-literacy, literacy and post-literacy, would be more practical and will have more impact and effect in the field of post-literacy activities of the various countries in the Region, and within the context of the broader concept of post-literacy, i.e. giving the new literate a greater possibility of undertaking a life-long process of self-education and of gaining access not merely to information and reflection but also decisions and effective responsibilities concerning his own future and that of the community.[3]

Post-literacy

An important component of post-literacy work is the creation of literacy surroundings, - the creation and maintenance of an economic social and cultural environment favourable to the written word in which the new literate will have many opportunities to read, to write and to use his skills. Within this component is the essential item of the printed matter, as in a newspaper, news magazine or a book. This form of communication cannot be over-emphasised in the promotion of post-literacy activities for life-long process of self-education of the new literates; the printed matter is "the simplest, most diversified, most easily handled and least costly vehicle of thoughts .... as well as the essential tool for life-long education ....."[4] In order, however, for the printed matter in the form of a newspaper, news magazine or a book to play a full role in the field of post-literacy, they must be made available to the greatest possible number of people and must also correspond to the economic and social aspirations of new literates as well as preserve and enrich their cultural heritage. Further, the production of the printed matter should be stepped

...../6

up, distribution widely facilitated, and their beneficial use imparted to new literates, young people who have completed their primary school as well as other "educated" adults in order to reach that happy threshold, where all adults can independently determine and direct their own self-education.

Collaboration in Post-Literacy Work

Post-literacy work, within a literate environment, is a long-term activity, which cannot be deemed to be the sole preserve of only those organisations and associations, which provide literacy services, like the ICAE and its Regional arms, of which AALAE is one. It needs the collaboration of other organisations such as IFLA and its member Associations and Institutions and the International Reading Association to facilitate the production, distribution and use of book, etc. in order to achieve any effective results for our new literates and in order to make available printed matter in all forms to both the new literates and others. The reading habit cannot be inculcated and promoted if there are neither literates nor the availability of appropriate reading materials. Without a literate community the library institutions would only be serving an elite and tiny section of our communities. Such a collaboration might yield composite programmes, jointly designed by the three International Organisations and executed by their regional and national associations in the Third World in

(a) the writing of relevant books - libraries have the expertise to add to those of the adult educators in identifying subjects of reading interests within their respective areas of operation and competence.

(b) the promotion of the reading habit, which is the surest way of maintaining the literate environment needed to ensure that the millions of illiterate adults, who become new literates do not lapse into illiteracy and are encouraged to remain literate;

(c) the training of adult organisers and educators in the establishment, supervision and organisation of libraries for new literates and other adults; and

(d) the promotion of rural libraries in the Third World Countries.

On the international level, the ICAE would welcome the collaboration of IFLA in its 100 Libraries Project, which seeks to promote initially the establishment of 100 Libraries in the Third World Regions on adult education to back up the theoretical and practical work in these Regions.

Conclusion

The constraints of your time do not allow the amplification of the areas of collaboration briefly described above. It would need further discussions and meetings leading to the development of practical programmes for joint execution. Illiteracy is a global problem which demands a global action, and it is in this context that ICAE would enlist the collaboration of IFLA in the post-literacy programme. Libraries have an important part in the creation and maintenance of a literate environment, examples of which can be found in Brazil and Tanzania. Much more needs to be done in order to ensure the success in the eradication of illiteracy, hopefully, by the year 2000.

Through such a collaboration, IFLA and ICAE would be fulfilling the expectations of the leaders of African Governments as articulated by two of them:

> "the provision of literacy facilities for everybody throughout the length and breadth of the country as an essential element in the national scheme of educational advancement" - the late President Kwame Nkrumah of Ghana; and
>
> "the real importance to our nation of the National Central Library derives from the fact that it is the hub of the wheel, from which spokes will reach out to towns and villages throughout mainland Tanzania" - President Julius Nyerere of Tanzania.[5]

...../8

On behalf of ICAE, AALAE and on my personal behalf, I wish your 30th General Conference the greatest success and look forward to our future and continuing collaboration with you.

References

1 Statistics of Educational Attainment and Literacy: 1970-1980. Office of Statistics, August, 1983, Unesco, Paris, CSR-E-44

2. Theory and Practice of Literacy Work: Policies, Strategies and Examples, Literacy, Adult Education and Rural Development Division, Unesco Paris, 1984. p.4.

3. Ibid p. 94

4. Thinking Ahead, Unesco and the Challenge of Today and Tomorrow, UNESCO, Paris, p. 131.

5. Adult Education and Development in Tanzania Vol. 1, Dar-es-Salaam, 1975, p.128

23 August, 1984
Nairobi, Kenya.

/ak